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ABSTRACT

This performance report for program year 1994 outlines the accomplishments and benefits to individuals in Kansas of the state's vocational-technical education program, especially as a result of programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The report records enrollment information, projects conducted, accomplishments, and future needs for the following areas: (1) performance standards and core measures; (2) secondary, postsecondary, and adult programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity; (5) criminal offenders in corrections institutions; (6) special populations; (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics into vocational education; and (12) career guidance and counseling. Four appendixes contain the following: enrollment information by program area, level, and sex; information about systems of measures and standards of performance for Kansas; program highlights for each of the program areas; and strategic directions for Kansas education for fiscal year 1994. Some accomplishments recorded in the state include provision of services to 51,744 persons, special services to 425 severely disadvantaged youth, tech prep for 1,677 students, and awarding of $10.8 million to local education agencies that served 89,622 Kansans and boosted the economy of the state. (KC)

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KSBE

Kansas State Board of Education

KANSAS VOCATIONAL EDUCATION PERFORMANCE REPORT FOR FISCAL YEAR 1994

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

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January 10, 1995

EXECUTIVE SUMMARY

The Carl D. Perkins Vocational Education Act has been providing Federal funds for vocational education in Kansas since July 1, 1985. In September, 1990, President Bush signed the revised Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. This act is directed specifically toward the integration of academic and vocational education, with an increased emphasis on industry involvement and support. In an effort to assure that the United States remain competitive in the world economy, these amendments provided approximately $9.3 million for continued funding to support the development and improvement of vocational programs in Kansas for FY 1994.

This *Kansas Vocational Education Performance Report For Fiscal Year 1994* has been developed for several reasons. First, it fulfills the requirements of the Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40 and Rules and Regulations, Section 400.10, Vol. 57, No. 158, and will be used to assess the impact of the funded programs on youth and adults. Second, this report will provide information to interested citizens, as well as to employers and the corporate sector, about the projects made possible with the use of these funds. Third, it will facilitate communication, coordination and cooperation both within Kansas and with other states. Finally, in conjunction with similar reports submitted from other states, this performance report will assist the United States Office of Vocational and Adult Education (OVAE) in establishing data bases, in setting future directions for vocational-technical education and in keeping the vocational-technical education community informed about national trends, issues and other courses of action, as needed.

There are six subdivisions of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990:

1. Title II, Part A

   These projects include professional development; the development, dissemination and field testing of curricula; assessment of programs and development of performance standards and measures for program improvement and accountability; promotion of partnerships among business, education, industry, labor and community-based organizations; support of tech prep education; support of vocational student organizations; leadership and instructional programs in technology education; and data collection. This group receives 8.5 percent of the funds. There were 17,639 persons served with these funds.

2. Title II, Part B

   These projects were designed to provide training in marketable skills for single parents, displaced homemakers, and single pregnant women; to promote the elimination of sex bias and stereotyping in secondary and postsecondary schools; and to provide vocational education programs in correctional facilities for criminal offenders. The equity programs (single parents, displaced homemakers, single pregnant women, and the elimination of sex bias) receive 10.5 percent of the funds and the correctional facilities receive 1 percent of the funding. There were 11,781 persons served with these funds.

3. Title II, Part C

These projects were intended to assist secondary, postsecondary, and adult vocational education programs in program improvement, with the full participation of special populations. Funding was allocated according to the following criteria:

*selected sites must serve the largest concentration of special populations
*funded programs must be of sufficient size and quality to be effective
*vocational and academic competencies must be integrated
*equitable participation for special populations must be guaranteed

There were 51,744 persons served with these funds.

4. Title III, Part A

These projects assisted community-based organizations and local education agencies in providing a variety of transitional programs, youth outreach programs, prevocational educational preparation and basic skills development, career intern programs, vocational assessment, and guidance and counseling services for youth and adults. Special consideration was given to programs which served the needs of severely economically and educationally disadvantaged youth ages 16 through 21. Approximately 425 persons were served with these funds.

5. Title III, Part B

These projects were funded in an effort to provide instructional programs, services and activities to prepare youth and adults for the occupation of homemaking, especially in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management, and clothing and textiles. Grants were awarded for program development and improvement of instruction and curricula, as well as for support services and activities, innovative and exemplary projects, community outreach, teacher education and upgrading of equipment. There were 6,356 persons served with these funds.

6. Title III, Part E

The Tech prep Education program was established to assure a comprehensive interaction between secondary schools and postsecondary educational institutions. Funding was awarded to consortia of local education agencies and postsecondary education institutions for the development and operation of four-year programs incorporating tech prep education leading to a two-year certificate or associate degree. During fiscal year 1994, the third year for this project, 1,677 persons were served.

The Kansas State Board of Education (KSBE) has been able to award approximately $10.8 million to local education agencies through the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. A total of 89,622 Kansans was served with these funds in FY 1994, and many of these grants were also matched with local moneys. By providing a variety of vocational education opportunities for citizens of all ages, these funds have made an enormous economic impact on the state. Together, the State agency, the Federal government, local education agencies, business, industry, and Kansas citizens are working to create a more productive workforce. Through the guidance and leadership of the KSBE, vocational education is becoming more responsive to the needs of our new technological environment and students are being better prepared to enter the workforce with the skills necessary to succeed.

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INTRODUCTION

Profound changes are taking place in the economy and labor market of the United States and these developments in turn have far-reaching effects on the skills needed in the workplace. The Kansas State Board of Education (KSBE) is aware of these changes and assumes its role in assuring individual opportunity, in promoting growth and prosperity in the economy as a whole, and in strengthening the ability to compete in an increasingly global economy.

In an effort to better prepare students for adult life and to meet the current demands of the workforce, members of the KSBE adopted a mission statement and six strategic directions for Kansas educators. (Refer to Appendix D of this publication for a complete listing of the mission and strategic directions.) The vision and three directions which specifically drive vocational education in Kansas are:

MISSION: To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

STRATEGIC DIRECTION 1: Create Learning Communities

STRATEGIC DIRECTION 3: Expand Learner-Outcome Curriculum and Learner-Focused Instruction

STRATEGIC DIRECTION 5: Strengthen Involvement of Business and Industry in Education

As part of Kansas' educational restructuring, the KSBE adopted the Quality Performance Accreditation system to address school improvement, accountability, and individual student performance at the building level. Together this system and the strategic directions are assisting Kansas educators in developing high performance schools that produce super learners who can live, learn, and work in the competitive global society of the 21st century.

The Carl D. Perkins Vocational Education Act of 1984 and the revised Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 have provided Federal funds for vocational education in Kansas over the past years. In FY 1994, Perkins funding, in conjunction with the Kansas initiatives for education, has supported many exceptional vocational programs that might otherwise not have been available. Such programs include the provision of support services to allow teen parents and pregnant teens to succeed in vocational education; the provision of basic skills, training, career assessment, and school-to-work transition assistance for single parents and displaced homemakers; the promotion of awareness of vocational career opportunities, with an emphasis on the elimination of sex bias through explorations of nontraditional occupations; and vocational assessment, guidance and training for both juvenile and adult criminal offenders in corrections institutions. The following *Kansas Vocational Education Performance Report for Fiscal Year 1994* provides information on programs, numbers of persons served, and financial figures as they relate to the Perkins Act.

1. Performance Standards and Core Measures

In May 1991, the Kansas State Board of Education appointed a Performance Measures and Standards System Workgroup, comprised of representatives from one community college, one area vocational-technical school, one USD, the state legislature and the KSBE, to develop a proposed System of Measures and Standards of Performance (SMSP) in accordance with the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

In December 1991 the workgroup presented a progress report to the Board, eliciting feedback and suggestions for revision. Since December, the workgroup met several times to consider the suggested revisions, to begin to develop a format for collecting and reporting data, and to plan for pilot testing of the data collection and reporting.

In February 1992, the revised SMSP was presented to the Committee of Practitioners who approved the revised document with minor changes. A three-year phase-in period was included to ensure that no undue burden was placed on schools during the initial years and competency profiles were developed by the Kansas Competency-Based Curriculum Center on the campus of Washburn University in Topeka.

Members of the KSBE staff and the workgroup then developed instructions and working forms to be used by high school buildings and postsecondary schools in collecting and reporting the data required by the SMSP. The instructions, working forms, and reporting forms were piloted by selected schools during the spring for revisions, to allow for the complete implementation of the SMSP during the 1992-93 academic year. The K-VED report forms were modified to accommodate the required data collection and additional forms have been developed for some of the measures and standards.

Finally, the workgroup developed software for both Macintosh and IBM-compatible computers for recording and reporting data, which will permit electronic reporting of the data to the KSBE, computer aggregation, and manipulation of the data. In as much as all USDs, AVTS' and community colleges were required to begin implementation of the SMSP during the 1992-93 academic year, statewide meetings were scheduled at both the secondary and postsecondary levels to explain the implementation of the SMSP and to instruct staff on the data collection and reporting procedures required by the SMSP.

The SMSP was approved by the KSBE in June 1992. The Committee of Practitioners, the workgroup and selected members of the KSBE staff believe that the Kansas system can serve as a model for other states to follow.

Workshops were held in both fall 1993 and spring 1994 across the state to review the SMSP and to demonstrate the data collection software. In 1993 software was prepared for secondary and postsecondary programs in both MS-DOS and Macintosh formats. For 1994 the data collection software was available to secondary and postsecondary programs only in an MS-DOS format. Current plans call for the updating of both MS-DOS and Macintosh formats for the data collection instrument.

The first data collection was completed during FY 1994. Currently, all USDs, AVTS' and community colleges which offer State approved vocational programs are reporting on student progress in SMSP. The final phase of the data collection will be in place next year and institutions will collect program information on all of the data elements.

Individual reports from each institution will be aggregated by the data collection software and reports will be generated from the data. The SMSP data collection will allow each institution to evaluate measures one, two and three on a program basis and measures four, five and six on an institutional basis. Data for each CIP program area can be reviewed by region, size, level, and special population. An overall State report can be generated by institution and program.

See Appendix B for a Copy of *The Systems of Measures and Standards of Performance.*

2. Secondary, Postsecondary, and Adult Occupational Programs, Services, and Activities

Program improvement funding for vocational and occupational programs was awarded throughout the state. Proposals were required to address the needs of special population students enrolled in vocational programs as their first priority. The six goals listed below directed the RFP process. Every grant was required to address GOAL 5 as its first priority, GOAL 4 as its second, and as many of the four remaining goals as appropriate and possible.

GOAL 1: INCREASE LINKAGES BETWEEN SECONDARY AND POSTSECONDARY INSTITUTIONS.

- Objective 1a: To establish/update articulation agreements between and among secondary and postsecondary institutions.
- Objective 1b: To support tech prep programs.
- Objective 1c: Other _____

GOAL 2: SUPPORT INSTRUCTION AND EXPERIENCE IN THE INDUSTRY STUDENTS ARE PREPARING TO ENTER.

- Objective 2a: To develop and implement a two-year plan to replace technically obsolete vocational instructional equipment.
- Objective 2b: To support the retraining needs of business and industry.
- Objective 2c: To support internship programs for vocational teachers.
- Objective 2d: Other _____

GOAL 3: PROMOTE THE TEACHING OF HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES WITHIN THE CLASSROOM.

- Objective 3a: To support curriculum development to incorporate higher order thinking skills and future workplace competencies.
- Objective 3b: To support curriculum activities to incorporate the skills identified in the SCANS report.
- Objective 3c: Other _____

GOAL 4: INTEGRATE ACADEMIC AND VOCATIONAL LEARNING.

- Objective 4a: To design and implement an integrated curriculum.
- Objective 4b: To support the implementation of applied academics.
- Objective 4c: Other _____

GOAL 5: PROVIDE SUPPORT SERVICES FOR SPECIAL POPULATION STUDENTS ENROLLED IN VOCATIONAL PROGRAMS.

Objective 5a: To employ a special populations coordinator to ensure that individuals who are members of special populations are receiving adequate services and job skill training. NOTE: The coordinator must be a qualified counselor or teacher.

Objective 5b: To provide developmental courses which meet the needs of the vocational student population.

Objective 5c: To provide instructional equipment which is adapted for disabled students enrolled in vocational education programs.

Objective 5d: Other _____

GOAL 6: GUIDANCE AND COUNSELING

Objective 6a: To provide guidance and counseling services to vocational students in support of recruitment, career planning, and placement activities.

Objective 6b: To support pre/post assessment and evaluation activities of vocational students.

Objective 6c: To provide state, local and national vocational education inservice opportunities for counselors.

Objective 6d: Other _____

Funding was allocated on two levels. Secondary funding was determined according to a formula based on the three factors required in the Perkins legislation. The minimum amount for funding in this category was $15,000. If the funding formula did not generate at least $15,000, the local education agency was able to enter into a consortium with other LEAs in order to meet the minimum.

Fifty-eight awards were made on the secondary level in this category, for a total of $3,510,958. Individual awards ranged from $15,821 to $468,484.

Program improvement funding for postsecondary institutions was determined by a formula based on Pell grant FTE recipients enrolled in vocational programs who have demonstrated the intent to complete a vocational certificate or an associate degree program. In order to qualify for funds, the formula needed to generate a minimum of $50,000.

Twenty-seven postsecondary institutions (10 AVTS' and 17 community colleges) received a total of $3,510,958 in this category. A grand total of $7,021,916 was awarded to Kansas educational institutions in FY 1994 for program improvement.

See Appendix C for exemplary programs.

3. Single Parents, Displaced Homemakers, and Single Pregnant Women

This funding category provided services to single parents/displaced homemakers and single pregnant women through programs within local education agencies and subcontracts with community-based organizations. Grants were awarded to:

1. unified school districts to assist single parents and single pregnant women ages 14-25 with support services needed to succeed in a vocational education program;
2. unified school districts, area vocational-technical schools, community colleges, and universities to assist displaced homemakers, single parents, and single pregnant women by providing training activities and support services including the acquisition of marketable skills; and
3. unified school districts, area vocational schools, and community colleges to assist LEAs with providing vocational awareness, support services, and prevention programs for students ages 14-25 who are at risk of teen pregnancy and/or parenting teens. (This is the final year of funding for this activity.)

In FY 1994 research continued on the identification of a data collection system to standardize the type of information collected on program participants, inasmuch as previous methods did not provide the depth of information needed to determine how well the displaced homemakers, single parents, and single pregnant women across the state have been served. In an effort to acquire a system that would address our information needs, Kansas contracted with the National Displaced Homemakers Network (NHDN) for a survey instrument to facilitate finding out what type of hardware programs were being used and to generate a standardized format for referring to program services. The Carl Perkins funds for displaced homemaker program activities were used in part to:

1. provide inservice training on the use of the system once the software had been made Kansas-specific;
2. provide a set of software for each program; and
3. provide technical assistance for individual programs.

The comprehensive programs available to this population are designed to provide education/training and employment readiness, and subsequent job placement. Program components involve outreach to potential participants, career planning, job development, pre-employment training, vocational education, and training referrals. This program serves the targeted population as well as women referred by the Women's Alcoholic Treatment Centers across the state. Most of those served are placed in employment, with the remainder placed in education or additional training. Program participants are assisted with employment goals through a pre-test assessment system. This assessment uses both the Career Occupational Preference System (COPS) and the Career Ability Placement Survey (CAPS) which assists participants with decision making for immediate employment or education/training. In some instances, programs within community-based organizations are able to offer on-site training. Participants needing training may choose areas such as industrial math, courses designed as preparation for apprenticeship programs, or technical and nontraditional occupations. Other on-site offerings are clerical training, certified nurses aid, and home health aid. Education and training referrals are available for participants interested in other occupations. The displaced homemaker, single parent, and single pregnant women programs are the only comprehensive employment and support service programs for this population in the state. These programs address the specific issues of single parents and homemakers who have been unsuccessful in traditional employment searches and education/training programs.

A total of $701,902 was awarded in this funding category.

See Appendix C For exemplary programs.

4. Sex Equity

This category provided two grant opportunities. First, area technical schools and community colleges were eligible for funds to assist them in promoting the awareness of vocational opportunities available both to women and men, and in increasing interest in training for nontraditional occupations, including the elimination of sex bias and stereotyping in education and training programs. As implemented in FY92 to provide a cost-effective means of meeting the equity inservice and resource needs of both urban and small rural schools, this grant allowed for the employment of a full-time Gender Equity facilitator in each of the seven regions in Kansas who is responsible for:

1. acting as the resource person for LEAs within the region;
2. establishing a local Gender Equity advisory committee composed of individuals from the LEA staff and community;
3. convening a minimum of two meetings of the local advisory committee during the fiscal year;
4. participating in all statewide Gender Equity inservice activities sponsored by KSBE;
5. providing students at the K-12 grade levels an opportunity to explore nontraditional careers; and
6. convening an annual Gender Equity Conference for students in her/his region, to focus specifically on nontraditional areas of study for women and men.

Each gender equity facilitator is housed within either an area vocational technical school or a community college, and is responsible for working within the boundaries of the particular region. The activity of each facilitator focuses on nontraditional career options for middle school through high school students. In addition, gender equity remains very much on the agenda for Tech prep programs and various forms of activity in this area have been implemented by the gender equity facilitators.

An extensive loan library of resource materials continues to provide items including print, videos and computer software to assist educators across the state with incorporating gender equity into their curriculum. In addition, workshops and conferences dealing with gender equity and nontraditional careers are convened annually. The workshops are designed to allow educators to assess their level of participation in gender equity in the classroom. Other activities are convened for students, which focus on women in technology and workforce 2000 predictions relative to the employment outlook. Gender equity programs continue to be unique in rural schools and are still a vague concept in need of attention at all levels of education. These programs are a viable resource in rural Kansas and provide educators and students with an understanding of how sex-role stereotyping, sex bias, and sex discrimination limits the educational choices, opportunities, and achievements of both female and male students.

Allowable costs for this project were limited to the salary for the facilitator, staff travel and per diem, communication, clerical support, supplies and materials, inservice activities, consultant services, and travel for the advisory committees. Seven gender equity facilitator projects were funded across the state, for a total of $280,761.

The second type of grant in this category was designed to offer unified school districts, area technical schools, community colleges and universities the opportunity to provide young women ages 14 to 25 access to the training and support services needed to succeed in technical and/or nontraditional occupations. As a means of reaching the target population of girls and women ages 14 to 18 who are still in school, summer institutes were convened to offer pre-vocational experiences to students as a method of introducing them to nontraditional skill training opportunities. Several summer pre-vocational programs focused on building skills and interests in math and science. Area businesses were involved by offering field trips and shadowing for technical occupations. One vocational school provided special classes to expose students to their entire curriculum.

The most unique feature of this type of program was the hands-on experience in math, science and technology. The idea of introducing students at an early age to nontraditional training continues to address an on-going concern for rural communities, as many rural communities remain in great need, based on the rate of poverty and the lack of skilled labor, particularly among the female population. This category of funds allowed local education agencies to provide vocational and basic skills assessment, career counseling, vocational training, and job placement assistance to under-served or under-employed females. Carl Perkins funds were used to provide supportive services, child care, and transportation assistance to program participants. In order to maximize training opportunities, the programs coordinated fully with community agencies. This coordination is designed to handle agency referrals and act as a clearinghouse for information on nontraditional careers. The impact made by this activity was assessed through the use of several pre- and post-test instruments. The vocational aptitude and interests of program participants are assessed by both the Test of Adult Basic Skills (TAB) and the Comprehensive Adult Student Assessment System (CASAS). Based on the appraisal of skills, remediation segments are provided as a separate course or a tutorial program for participants who are training-ready. All basic skill levels have been raised. This program has established one of the most comprehensive vocational training networks for women and girls in the state. Community organizations and agencies are an integral part of this network, along with the local education agencies.

The funded projects were required to:

1. identify young women ages 14 to 25 who had an interest in preparing for technical and/or nontraditional occupations;
2. provide the identified young women with self-assessment and career planning targeting technical and/or nontraditional occupations;
3. incorporate informaton to increase student awareness of employment trends and the skills needed for entry into technical and/or nontraditional occupations;
4. provide access to appropriate training and/or support services based upon student interest and needs; and
5. develop procedures to provide tuition, child care, and transportation assistance during training.

Allowable costs for these projects were limited to instruction/ training and awareness materials, child care, and student transportation assistance during training, keeping facilities open evenings and/or weekends for training, tuition assistance for short-term training based on student needs, and summer institutes for prevocational preparation.

See Appendix C for exemplary programs.

5. Criminal Offenders in Corrections Institutions

This funding category was designed to support the Department of Corrections and the Department of Social and Rehabilitative Services, Division of Mental Health and Retardation Services in providing vocational education programs and services to meet the special needs of criminal offenders. Allowable costs under this grant included new or additional staff, staff travel to conduct the project, equipment and instructional materials.

Achievements in providing services to criminal offenders included:
1. assessing the interests, abilities, and special needs of the inmates and developing an individual vocational education plan;
2. providing vocational counseling services;
3. offering basic skills/developmental education as needed;
4. providing vocational education programs to prepare inmates to return to the world of work;
5. assisting with the placement of inmates who have successfully completed a vocational education program and are ready to be released; and
6. evaluating the success of the program.

SO521	Department of Corrections	$40,849
SO628	Social and Rehabilitation Services Division of Mental Health and Retardation Services (juvenile services)	$52,658
	TOTAL	$93,507

During FY 1994, the following institutions were awarded Carl Perkins funding to provide services to criminal offenders.

Adult Offenders	Hutchinson Correctional Facility (part of the Department of Corrections)
Juvenile Offenders	Youth Center at Atchison Youth Center at Beloit Youth Center at Larned Youth Center at Topeka

These facilities are administered as part of the Department of Social and Rehabilitation Services, Division of Mental Health and Retardation Services.

Services Provided To Adult Offenders

The program at Hutchinson Correctional Facility employed a job placement counselor who provided a data base of employment opportunities, assisted clients with making contacts and completing applications, and escorting them to interviews.

Inmate interviews	613
Inmate placements	120
Follow-up contacts	305
Facility visits	43
Training-related placements	43
Non-training related placements	45
Non-votech trained placements	32

Average starting wage	$ 5.62/hour
Average wage after 3 months	5.88/hour
Average wage after 6 months	6.19/hour

These outcomes were measured through an in-place tracking system utilizing input from the Kansas State Parole Service and individual contact. The information is then recorded and kept on computer for ready access. An expanded survey of all Manpower graduates, conducted for the past three years using this same method, is available to instructors, staff, and administration.

The following program services were provided for criminal offenders:

1. Career Counseling - Inmates periodically need assistance with the types of jobs available to them based on their experience and training. The Job Placement Counselor will visit with them about the job market, salary ranges, demand for specific types of employees, advancement opportunities, etc.
2. Job Seeking Skills - The ability for parolees to obtain employment is often more difficult than the actual job duties themselves. Knowing how to answer tricky interview inquiries, how to handle difficult application questions, and how to develop an effective job search are all very challenging tasks. The Job Placement Counselor will assist as necessary in sharpening these skills.
3. Employment Referrals - Once an inmate is ready to contact potential employers, the Job Placement Office will provide company applications, Job Service Center listings, addresses of Job Service Centers in other states, names of employers who have hired parolees, and other resources. Telephone calls to potential employers or companies that have placed want ads can also be arranged.
4. Job Confirmation - Often an inmate needs to confirm a job with a previous or potential employer for the sake of a parole plan or an upcoming parole board hearing. A letter regarding a confirmed job or an update on an inmate's job search progress will be made available to the unit team counselor for placement in the inmate's file.
5. Job Furlough - In the event that an inmate has made parole, has minimum custody, and requires employment to parole to himself, the job search furlough program offers assistance. The job placement counselor will escort the inmate to the designated city and will attempt to obtain a suitable job offer that day for him.
6. Identification - Employers now require a prospective employee to produce two original forms of identification before beginning work. An effort will be made by this office to begin to obtain the necessary paper work for any inmate preparing to re-enter the workforce.
7. Follow-up - In the event that an inmate is paroled and still lacks a job, assistance will still be available by phone with the job placement counselor. As job leads exist, these will be passed on to the parolee. In addition, the employment progress of those assisted by this office is tracked from the point of employment to their one-year anniversary on the job.

Achievement Success-- Dale S., an inmate who graduated from the MP-Horticulture program in June 1988, was released on parole earlier this fiscal year. Prior to his release, he and his counselor had developed a list of potential Wichita employers who could utilize his skills. Upon his return to Wichita, Dale obtained a position as a commercial groundskeeper for American Underwriters Life Insurance Company in Goddard, Kansas. He is currently employed full time and earns $1000/month plus benefits. Dale S. has not always known career success; he had been released from prison on other occasions, only to be returned for various violations. However, he now appears to have secured a career-oriented position, and will complete his parole obligations soon, according to his Parole Officer.

The grant funds for the Department of Corrections project strongly promote integration of vocational and academic education since the merger of Hutchinson Community College with the Central Kansas AVTS. The belief that an individual can become more well-rounded by participating in both academic and vocational training prevails among the staff, and an effort is made to urge the client to take advantage of both programs. Because all instructors and staff were aware of the job placement counselor's availability, many referrals were made when placement needs became necessary.

Coordination between JTPA and the PIC is reflected through an excellent relationship with JTPA/PIC individuals in this and other communities. The individuals at the various job service centers in Kansas, as well as other states, provide a resource for job referrals, job market information, and salary information for individuals who leave this institution. As a result of their input, a more effective counseling effort is demonstrated.

Services Provided for Juvenile Offenders

All 995 students in the youth centers served by this funding source are members of special populations. They are provided with the opportunities to develop vocational skills by exploring fifteen different areas that will help prepare them for the workforce. Students will be made aware of the job opportunities that are within their capabilities and expertise. They will be exposed to information explaining and detailing the necessary training and skills required to function in these respective jobs. It must be remembered that these students will not necessarily have mastered some of the skills they will be exposed to but will be afforded an opportunity to learn what is necessary to master said skill. They will be given opportunities to investigate the various vocations and begin to experience the actual involvement with that skill.

Integration of academic and vocational skills has been an ongoing effort for a number of years at the youth centers. Academic and vocational teachers communicate with each other about what skills are needed to be successful in each vocational area. Consequently, academic skills are stressed in vocational classes to reinforce learning in an applied setting. Math skills are integrated through measurements and sizing in various shop projects. Food preparation requires correct measurements in recipe preparation. More math skills come into use as students figure meal costs and count change to customers using the food service meals. Communication skills are constantly being developed as students communicate with their teachers and their peers. Functioning as a unit (rather than just as an individual) is developed through cooperative projects.

Achievement/Success --The youth centers provide either a work placement coordinator or a vocational counselor to work closely with each qualified student to provide a meaningful employment experience. For full-time employment, each student applicant must earn a GED or high school diploma and successfully complete a minimum of one vocational class.

In coordination with the Job Training Partnership Act (JTPA) service delivery areas, a work study training program allows students to enroll in the work study slots. When the young person is ready to leave the youth center and return to her/his home community, the vocational counselor communicates with the local JTPA office to assist the student in finding appropriate employment in the home community.

See Appendix C for exemplary programs.

6. Special Populations

The special populations students--disabled, limited English proficiency (LEP) and disadvantaged--were served on both the secondary and postsecondary levels through the Carl D. Perkins Title II, Part C program improvement funds.

The following services are provided to our special population students:

1. One-on-one and/or small group tutoring is available.
2. Tests are read aloud to students, when necessary.
3. ESL materials are provided both to students and instructors.
4. Special equipment is provided, such as a Language Master Machine. With this machine, for example, the student can see a picture of the item as well as hear a recording of the correct pronunciation, use, or meaning. Computer-aided instruction is also used in this way.
5. Students who are unable to write because of physical limitations give their answers orally and a staff tutor records the response.
6. Job readiness materials and assistance are available both to teachers and students to use in the classroom or the learning skills center.
7. Job placement services are provided.
8. Special materials are prepared for the students to simplify a concept, when necessary.
9. Materials are reproduced for students to take home for additional study.
10. Charts, graphs, etc. are laminated so the special populations students can have ready access to normally more fragile materials.
11. Current magazines and newspapers are available to keep students reading up-to-date information about their community, state, and world.

To assure equal access to vocational-technical programs and services, all middle school students--disabled or otherwise--received information about the vocational programs available at the high school level and the requirements for eligibility. In addition to presentations and visits by vocational professionals, school job fairs and bulletin board displays provided information on vocational-technical education opportunities and day-long open houses at the various area vocational schools allowed the middle school students to visit and actually sample some of the available vocational-technical offerings.

In terms of recruitment, individual students who would benefit from vocational education were contacted directly about the available services. Special education teachers were also contacted.

There have been strong coordination efforts between vocational education and special education on the secondary level, and between vocational education and the Vocational Rehabilitation Services division of SRS and other agencies on the postsecondary level. On the secondary level, many schools have developed interagency agreements between vocational education, special education, and vocational rehabilitation to define clearly their individual roles and responsibilities, while cross-training inservices have been conducted to assist vocational educators, special educators, and counselors in understanding their individual roles in the education of disabled students. Three districts also have vocational resource educators who serve as liaisons between special education and the vocational schools. Vocational training and placement of disabled students at the various area vocational schools occur in cooperation with Vocational Rehabilitation Services of SRS and various other community agencies. In many areas, Vocational Rehabilitation Services will evaluate students during their junior or senior year so that appropriate programming is available when the students complete their high school program.

All special education students complete a vocational assessment, with the testing institution determining the actual instrument used (e.g., Apticom, CAPS, VAMPAR, Stanford Diagnostic Math Test, Nelson-Denny Reading Test, the GATB). Some schools also include learning styles inventories in the assessment process. Student interviews, observation in class, vocational program and job tryouts, situational assessment, and work samples are used to provide further assessment information.

All schools have counselors, with certain counselors assigned to special students. To aid career planning and development, most secondary schools use *Kansas Choices* and the Career Planning Program. Career development activities, which are conducted by the vocational coordinator or the counselor on a regular basis, included guest speakers, employer interviews, and work-site visits. Many schools require participation in a career planning class, and some of the larger districts maintain career centers for student use.

Coordination between the vocational counselors and Vocational Rehabilitation Services facilitates the school-to-work transition process. Several communities have developed teams comprised of representatives from special and vocational education, Vocational Rehabilitation Services, developmental disabilities, and parents specifically to assist students in making a successful transition from the secondary school program to the postsecondary world of work. In some areas, a vocational council involving the school, Vocational Rehabilitation Services, JTPA, the local employment and training council, and other direct service providers has been developed to ensure a smooth transition to post-school employment. Other transition efforts include letters sent to parents concerning post-school options; field trips for students and parents; work experience programs while in school; job seeking and daily living classes; and referral, as needed.

See Appendix C For exemplary programs.

7. State Leadership and Professional Development

To promote State leadership and professional development in vocational-technical education, Kansas awarded two grants for a total of $306,687 to two postsecondary educational institutions for curriculum development and inservice training. Funding in the amount of $131,778 was also awarded statewide for professional development through inservice and personnel trainings in various areas--health occupations, entrepreneurial leadership, integration of academic and vocational education, explorations in technology, and applied math--as well as for the annual statewide conference for vocational educators.

State leadership funds were utilized to complete the development of chapters 23-31 of the supplemental materials for the CORD Applied Mathematics II. More than forty applied math teachers received actual training in the newly developed supplemental materials and the others will receive copies of the materials.

Kansas currently has 210 schools teaching the CORD Applied Mathematics. It is estimated that 4,797 students are enrolled in Applied Math I and 1,427 students in Applied Math II. A statewide conference for teachers of Applied Mathematics was conducted and two Applied Mathematics newsletters were published and distributed to all Applied Math teachers. This program does count toward meeting the state's minimum credits for high school graduation.

Vocational students organizations (VSOs) serve approximately 17,500 students in Kansas by providing training in leadership skills and the development of personal, professional, and citizenship goals. Kansas currently has state affiliated chapters in the following VSOs: Business Professionals of America, Distributive Education Clubs of America, Future Business Leaders of America--Phi Beta Lambda, Future Farmers of America, Future Homemakers of America, Health Occupations Students of America, Home Economics Related Occupations, National Postsecondary Agricultural Students of America, National Young Farmers and Young Farm Women Educational Association, Technology Students of America, and Vocational Industrial Clubs of America.

Vocational students organizations currently combine leadership and citizenship training on three separate occasions. The organizations meet together both in the fall and in the spring to combine state officer leadership training seminars. In these seminars, students learn how to improve their team management, time and money management, and leadership skills. In addition, by bringing the vocational student organizations together for their leadership training, students also develop networking skills and an understanding of the role that each vocational organization holds, both on the educational and the professional levels.

In February of each year, the VSOs combine activities for VSO Citizenship Day. Officers from all the Kansas VSOs are invited to the State Capitol to meet with members of the State Board of Education, legislators, and State staff. They are invited to presentations on government and how vocational education fits into the system. The student officers meet one-on-one with legislators during the current legislative session and have the opportunity to address a session of the State Board of Education. In 1994, 93 state officers representing eight VSOs participated.

The Kansas Competency-Based Curriculum Center (the Center) is funded through a Carl Perkins grant and is administered by the School of Applied Studies at Washburn University of Topeka. Since its inception in 1987, the Center has provided support to various technical education occupational areas and to state initiatives such as performance standards, tech prep, and outcomes-based education. During FY 1994, the Center distributed approximately 26,000 occupational profiles, as well as approximately 4,000 competency indices related to workplace skills. Its lending library processed approximately 309 requests for approximately

eight hundred pieces of curriculum materials. The Center also assisted local education agencies in developing, formatting and printing two hundred customized course/program profiles covering academic as well as vocational subject areas. Four new profiles were developed by the Center in FY 1994: Balancing Work and Family, Principles of Technology, Applications in Biology and Chemistry, and Travel/Tourism. In addition, the Center sponsored the statewide RSVP (Real Solutions Very Possible) Conference (250 participants) featuring 2 nationally recognized educational authorities and 12 concurrent sessions, and conducted 40 inservices covering such topics as occupational analysis, current education initiatives, curriculum integration, applied academics, competency-based education, SCANS, writing competency statements, Tech prep, and workplace skills instruction. Major curriculum projects completed by the Center include a 550-page supplement for applied communication, instructional guides for workplace skills, practitioner guides for integration, and a profile development handbook. The Center also developed two state evaluation instruments for tech prep, and developed and disseminated three competency-based newsletters, two tech prep newsletters, and one applied math newsletter. In addition, the Center had exhibits at the annual KVA summer conference, the Kansas business educators conference, the Kansas correctional association conference, the Kansas Aeronautical Society conference, and the mid-winter teacher conference in Emporia.

See Appendix C for exemplary programs.

8. Community-Based Organizations

This funding category was designed to strengthen the coordination between secondary or postsecondary educational institutions and community-based organizations, those private nonprofit organizations of demonstrated effectiveness which are representative of communities or significant segments of communities and which provide job training services, or organizations of demonstrated effectiveness serving nonreservation Indians, as well as tribal governments and native Alaskan groups. The objective of grants in this category was to provide special vocational education services and activities for economically and educationally disadvantaged citizens served by community-based organizations. Special consideration was given to serving the needs of severely economically and educationally disadvantaged youth ages 16 to 21.

Grant recipients were required to submit a written agreement, co-signed by the local education agency and the community-based organization, specifying the intent and activities of the project. An advisory committee comprised of representatives from community-based organizations, vocational education, business and/or industry, and other related employment and training service providers developed all the grant activities, beginning with the identification of labor market needs of the area and the subsequent identification and enrollment in occupational training of severely economically and educationally disadvantaged youth ages 16 to 21.

The following services were allowable with these funds:

1. Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;
2. Transitional services such as attitudinal and motivational prevocational training programs;
3. Prevocational educational preparation and basic skills development conducted in cooperation with business concerns;
4. Special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
5. Career intern programs;
6. Model programs for school dropouts;
7. Assessment of student's needs in relation to vocational education and jobs; and
8. Guidance and counseling to assist students with occupational choices and with the selection of a vocational educational program.

Allowable costs included staff salaries directly related to the project and instructional materials. Equipment was not an eligible expenditure.

Four community-based organizations received approval and participated in this category of funding during FY 1994.

Urban sites

Associated Youth Services, in cooperation with USD 500, Kansas City, Kansas	$ 36,127
Focus on the Future, Inc. in cooperation with Salina Area Vocational-Technical School	$ 16,680
Topeka Youth Project, in cooperation with Washburn University	$ 43,762

Rural Sites

Beacon, Inc. in cooperation with Fort Scott Community College	$ 15,382
Total	$119,951

Programs, Services And Successes of CBOs

Eleven high school dropouts or at-risk students who had not been attending public school classes continued their education by enrolling in the Associated Youth Services program. Vocational education services focused primarily on classroom instruction in basic skills applied to labor market needs through the Kansas Basic Skills for Employment curriculum. Pre- and post-testing provided the basis for instruction. Whenever possible, students were also provided with learning opportunities in area businesses and organizations. Younger students were able to participate in a Kansas City As School placement, which offered hands-on application of classroom curriculum in settings such as a public library or community center restaurant. Older students received assistance in locating, obtaining, and keeping a job.

Classroom instruction was designed to meet the academic needs of regular and special needs students. Support services were provided to meet the needs of dropouts, economically disadvantaged students, and at-risk students with a wide range of social and educational problems. Through the use of these funds students had access to a complete educational program which integrated their academic and vocational education. Students learned to apply basic academic skills to vocational tasks.

Focus on the Future provided each of the sixteen students with the opportunity to identify interests, abilities and special needs regarding vocational training and to gain occupational, employability, and workplace skills and work experience related to the occupational area of choice. Students had the opportunity to be placed in four trade areas and be evaluated by the instructor in each of the areas. They were also given a pre- and post-test assessing their employability/workplace skills competency. Job club experiences were offered between the pre- and post-testing.

Each student was provided hands-on training in each tryout section selected. The necessary equipment and tools were available to enhance their learning experiences. There were field trips to business and industry and counseling services provided as needed. Seven male students were enrolled in nurse aide and clerical procedures, and one female student was enrolled in auto body, welding, air conditioning, and building trades classes.

Sponsored by the Topeka Youth Project, the *Jobs for Young Adults* (JYA) program boasted 223 successful workshop completers this year, who also met the employers advisory council's certification standards for job and life skills. Of these completers, 97 percent received employment in part-time or full-time entry level positions with an average wage of $4.80 per hour.

The JYA program continued its *Employers for Education* project this year, to support the young person's education as well as the needs of the employers. Employers have made a commitment to help their workers balance the demands from school and their jobs without forcing them to choose between the two. If working affected their grades, student workers experienced shortened hours until their grades improved. In return, JYA provided employee assistance with work-related problems through a monthly follow-up.

The GED support portion of the program served students who dropped out of high school. These students signed a contract with the Topeka Youth Project to complete studies for their GED diploma. Job search services were suspended if academic efforts were not maintained. An instructor from the Adult Learning Center conducted GED studies and testing at the Topeka Youth Project. Part-time employment was available while students worked on their GED; after completion, full-time employment or postsecondary education was made available.

The Beacon, Inc, through Fort Scott Community College, employed a full-time transition instructor who provided clients with information regarding vocational-technical programs and assisted them in beginning to formulate educational and/or career plans. Forty-eight clients were assessed in math and English, and twenty clients were assessed in vocational interests and aptitudes.

See Appendix C for exemplary programs.

9. Consumer and Homemaking Education

The Consumer and Homemaking funds were awarded in two competitive categories.

1. Food Science

The intent of the food science category was to offer an alternative means of providing science concepts through the integration of academic and vocational education to at-risk students. Minimum activities include developing and teaching a one or two semester food science course utilizing the home economics laboratories and taught by a home economics instructor and participating in a summer inservice course addressing food science concepts and methods of teaching food science in the food laboratory. A maximum award of $2,000 was available to eligible senior high attendance centers.

Funds were provided through competitive grants to local education agencies in depressed areas to provide food science, an applied course which integrated academic science and vocational home economics. Support services were provided for home economics instructors through two weeks of intensive university level inservice training. Administrators and science instructors from project schools were joint participants in a portion of the inservice.

Students used the scientific method to study the biological and chemical basis of nutrition and food preparation, preservation, and processing. Through studying the complexity of food and its many changes, students developed laboratory, writing, and reasoning skills by measuring, recording and graphing data, and predicting and evaluating laboratory reports. Students also learned about career possibilities in the food science field. Student outcomes were measured by observation, test scores, guided practice sheets, project development, and written reports.

The food science program utilizes the chemistry and biology backgrounds of home economics teachers, as well as their knowledge of foods and nutrition. As a result of completing the food science course, more students chose to take chemistry courses, enhancing their background in science and experiencing practical applications of science concepts. In addition, individual course selections for the following school year showed an increased percent of students enrolled in science-based classes. All participating schools indicated plans to continue food science following the completion of the one year funded project, and schools which initially offered food science for one semester plan to expand the offering to one full year.

The science equipment purchased enabled the students in food science classes to perform science experiments and to apply the concepts learned in textbooks to a laboratory situation in home economics and consequently to problems encountered in daily life. A great deal of chemistry can be learned in a more relevant way as concepts are applied to food, its preparation, and nutrition information.

Funds were provided through competitive grants to local education agencies also in non-depressed areas for the Food Science program, with the same support services provided for home economics instructors and administrators as in the depressed areas. Funds were used to purchase instructional equipment for labs designed to help students meet outcomes in the fully integrated science/vocational home economics food science course. The laboratory experiments serve to reinforce the competencies learned in the program units.

The food science programs in noneconomically depressed areas also enjoyed considerable success.

2. Pregnant and/or Parenting Teens

The second category was to help at-risk pregnant and/or parenting teens remain in school while providing consumer and homemaking education to develop life management and parenting education skills. The activities included identifying and recruiting potential secondary level program participants, coordinating programming with ongoing services within the school and community, providing life management instruction for students to develop independent living skills, providing parenting education to strengthen child development knowledge and parenting techniques, assisting in locating and/or providing child care services while students are in school, and providing coordination for students to receive career guidance and counseling services to prevent dropping out. The funds were allocated at a maximum of $10,000 per education agency.

The services provided by these funds resulted in decreased rates of tardiness and significant improvements in student attendance, grades, attitudes, reduced stress levels, and participation in school activities. Students also developed peer education programs on teen pregnancy and its effect on their lives. Strong support groups were formed for pregnant teens and for parenting teens. Additional health and support services were provided, as well as career assessment and guidance to enable students to set realistic goals for their futures. Parenting skills were frequently developed through the Parents As Teachers programs.

Funds were used to purchase curriculum, audio-visual materials, and additional program resources. In several programs, however, the curriculum was developed locally to specifically meet student needs. Several schools developed independent study programs. All participating programs plan to continue current activities and support services for the pregnant and parenting teens and to develop additional individualized instructional programs and additional opportunities for student leadership.

Lending libraries were established for economically disadvantaged students. Community and school services were coordinated through school teams comprised of the home economics teacher, the school nurse, and the guidance counselors. A community volunteer component--leadership development activities that stressed decision-making, goal-setting, and evaluation--were included. Child care was provided on an emergency basis, and emergency funds for transportation were utilized to allow students to attend school and/or to access community services. Staff provided special services for LEP students in the programs.

Consumer and Homemaking Statewide Leadership

The objective of the Balancing Work and Family project is to enhance the competence and sense of well-being of employed individuals both at work and home by providing information and support. The outcomes are customized to meet the company's goals or areas of concern. From the training, each individual then develops strategies to manage home and work responsibilities. A major firm, Hill's Pet Products, has utilized the service of a grant recipient for a section of their training. They now include Balancing Work and Family in their in-house team meetings to assist in their communication process as coaches for success of individuals in all environments. Eleven additional topics that can be customized to meet the client's needs have been developed. Eighty-eight males and three hundred females completed training.

The system of inservice trainings designed in Kansas to prepare teachers to teach food science has become a national model. The training model continues to be presented at

national meetings. Kansas teachers have been guest presenters for inservices in other states. This program continues to fulfill the intent of the Perkin's legislation by emphasizing critical thinking skills while integrating science concepts in the applied context of thehome economics food laboratory. Twenty additional attendance centers began food science this year.

Balancing Work and Family curriculum was drafted and a teacher inservice plan was developed and implemented. Inservice was provided for 573 teachers and administrators in Kansas to facilitate the implementation of balancing work and family concepts into the secondary home economics curriculum. Eighteen inservice sessions of one day/one evening were provided throughout the 1993-1994 school year at three different locations in Kansas. The draft curriculum was developed and used during the inservices.

See Appendix C For exemplary programs.

10. Tech Prep

During FY 1994, the Kansas State Board of Education awarded $778,500 to the following institutions to implement tech prep programs in their consortia.

Barton County Community College, Great Bend	$125,000
Cowley County Community College, Arkansas City	100,000
Johnson County Community College, Overland Park	150,000
Pratt Community College, Pratt	100,000
Seward County Community College, Liberal	125,000
Southeast Kansas AVTS, Coffeyville and SE Ks Education Service Center, Girard	223,300*

Each of the grant recipients formed a consortium with other educational institutions in their area. Barton County Community College and six unified school districts signed executive agreements to articulate in the four vocational-technical areas. Each district selected from one to four cluster areas in which to develop articulation agreements. Based on a needs assessment of central Kansas labor market training needs, the program clusters chosen for initial tech prep articulation include power mechanics, agriculture business management, drafting technology, and computer business applications.

The South Central Kansas Tech Prep Associate Degree consortium affiliated fourteen school districts with Cowley County Community College. These schools are developing sequential 2 + 2 curriculum in industrial technology and business technology.

The Tech Prep Associate Degree Consortium of Johnson and Douglas Counties is composed of eight secondary school districts, representing sixteen high schools, one area vocational school and one community college. The purpose of the consortium is to develop instructional pathways which lead to mid-level technical careers. They are creating articulated programs in the following career clusters: engineering and industrial technology, business and information technology, and health and human services.

Located in the southwestern part of the state, Seward County Community College joined with Liberal Area Vocational Technical School and USD 480 to establish their consortium. They developed a sequence of courses for the clusters of health, business, and technology.

Pratt Community College/Area Vocational School has worked with seven school districts in their area. The areas of business technology and industrial technology are the cluster areas of focus for this central Kansas institution.

In southeast Kansas, the tech prep consortium effort is coordinated out of the Southeast Kansas Education Service Center at Greenbush. Consortium membership includes forty-five school districts, six community colleges, one vocational-technical school and one university. They have a mission of "preparing students with technically-oriented skills needed for employment in the 21st century."

Each consortium has business and industry representatives involved by serving on various committees, reviewing the course sequence, asking numerous questions about the content of each course, and verifying the competencies.

* Includes two issues of the *American Careers* magazine for all Kansas tenth graders.

The guidance counselors are the key to having students enrolled in tech prep. To assist them, counselor handbooks have been developed by each consortium.

Two issues of the *American Careers* magazine (winter and spring) were distributed to 32,750 tenth grade students in Kansas. The issues focused on entrepreneurship for the 90s and health careers. A portion of each magazine emphasized the tech prep initiative in Kansas.

Six coordinator meetings were held to provide the grant recipients with an opportunity for an exchange of ideas and information about identification of students, sequencing of courses, articulation agreements, business and industry involvement, and inservice ideas. The network of contacts has allowed the programs to share ideas and gain ideas that have made for a better quality program at each site.

The first annual tech prep conference was held February 15-16, 1994. Approximately 350 participants learned, in both the general and the concurrent sessions, about the key conditions essential for successful tech prep implementation.

Each tech prep site submitted two interim reports and a final report, along with a summary of the first three years of operation, in an effort to document the progress and successes of the sites to date.

Twice during the year the *Tech Prep Chronicle* was published and distributed to the educational institutions throughout Kansas. The first issue presented information about the concept of tech prep, the key people who should be involved, and the statewide conference. In the second issue, the focus was on the key conditions for implementing tech prep, what parents should know, and a conference summary.

Kansas has provided strong leadership in order to assure the future success of the tech prep initiative throughout the state.

See Appendix C for exemplary programs.

11. Integrating Applied Academics into Vocational Education Programs

Kansas has made considerable progress in integrating academics into vocational-technical programs since joining the Southern Regional Education Board (SREB)--High Schools That Work program in the fall of 1991. Joining with superintendents, principals, teachers, and counselors in the nineteen state network, Kansas educators have adopted and implemented three key practices to facilitate the acceleration of student achievement:

1. establishment of higher expectations for students in both academic and vocational classes;
2. revision of vocational courses or development of new ones to expand significantly the emphasis on advancing the communication, mathematics, and science competencies and the cognitive, intellectual, and problem-solving skills of students; and
3. revision of academic courses or development of new ones to teach concepts from the college preparatory curriculum, together with the use of functional and applied strategies that enable students to see the relationship between course content and the future they envision for themselves.

During FY 1994 Topeka West High School together with Topeka's Kaw Area Technical School continued its participation in a stringent assessment process that included:

* student and faculty surveys;
* using the National Assessment of Educational Progress (NAEP) exam to measure the reading, mathematics, and science competencies of students who completed a vocational major;
* personnel survey;
* transcript analysis of those students taking the NAEP assessment; and
* site demographic report.

The written report of the technical review coordinated by SREB provided strategies for site improvement in the integration of academic and vocational education.

Kansas is currently working with other schools to help them become a part of the *High Schools That Work* (HSTW) program. Approximately 120 local vocational teachers and administrators attended the national conference in Nashville in July 1994 to learn in more detail what makes the HSTW program so successful, in order to enable them to develop a plan to better prepare Kansas teachers using the actual HSTW strategies. State leadership funds also supported the participation of Kansas teachers and teacher educators at this conference.

Kansas schools are also using several applied academic programs to facilitate the integration of academics into vocational education. More than forty applied math teachers actually received training on the new supplemental materials and the remaining instructors received copies of the new materials. A statewide conference for teachers using the Applied Mathematics curriculum was conducted in March 1994 and two Applied Mathematics newsletters were published and distributed to all Applied Math teachers. This program does count toward meeting the state minimum credits for high school graduation.

The applied communications program was used in 150 Kansas schools. Some of the schools included the program units in the general English curriculum, while others integrated applied communications into their business classes.

The applications in biology and chemistry (ABC) program is a more recent addition to the Kansas curriculum. Currently, forty-nine schools have incorporated modules from ABC I and/or II into some of their regular science classes for grades 9-12. Garden City High School has been using all the ABC modules for three years, and has had more than three hundred students participate since the program's implementation. The two ABC instructors have used business and industry consultants as part of the program in an effort to promote the integration of school and the community. Dodge City High School has also incorporated the entire program into its science department, boasting approximately 250 students since the program's introduction to the school. Several other schools adopted various individual modules during FY 1994, with the intent to include additional ABC modules and to develop articulation arrangements with higher education and/or business in the near future.

It is the policy in Kansas schools that all students, special populations or otherwise, be fully integrated in all educational programs.

See Appendix C for exemplary programs.

12. Career Guidance and Counseling

Career guidance and counseling activities were included in the majority of the Carl Perkins programs funded throughout the state. Institutions at both the secondary and postsecondary levels incorporated into various programs and Perkins projects career development information and training opportunities. On the secondary level, the emphasis remained on improving student awareness and understanding of the future world of work. Training included self-assessment, career planning and decision-making, and a variety of employability skills activities, all of which were designed to increase students' knowledge about employment trends and the skills required for entry into the job market. At the postsecondary level, the emphasis was on career guidance and counseling specifically to meet the needs of vocational education students. Activities included dissemination of information regarding labor market trends and needs, self-assessment and career planning, and mid-career transition assistance for re-entry adult students.

A major change was made in the former *Kansas Careers* software in order to enhance the Kansas-specific information available to students. Now called *Kansas Choices*, this computerized career information system continues to aid schools in integrating the National Career Development Guidelines into their regular academic and vocational curricula, while providing career exploration opportunities, specific detailed information on all the occupations in its database, a cross-match of occupations and interests, postsecondary training opportunities in Kansas, and information on financial assistance. In addition, the *Kansas Careers* staff developed an interest assessment including 348 nontraditional careers specifically for young women and provided inservice training at fifteen sites throughout the state for approximately three hundred counselors, teachers, and administrators. The majority of these trainings were on the use of the *Kansas Choices* software in career development, while the remaining inservices reflected specific requests from the host schools. The *Kansas Careers* staff also facilitated a satellite presentation as an immediate follow-up to a national teleconference on career development; there were approximately 260 participants at 13 sites throughout the state. More than 145 counselors from community colleges, area vocational-technical schools, KanWork programs, JTPA, and the Department of Human Resources received training on how to provide interest assessments, career counseling skills, and job search skills for adult students.

In January, *Career Directions*, a publication including general and Kansas-specific career information, was distributed to all Kansas high schools. *Career Transitions*, a publication specifically for adult students, was distributed at area vocational technical schools and community colleges, and through various offices of Kansas Social and Rehabilitation Services and the Kansas Department of Human Resources. Two special Kansas editions of the *American Careers* magazine--fall 1993 and spring 1994--were published and distributed to all tenth grade students in Kansas. One issue dealt with health careers and the other focused on entrepreneurship for the 90s. Both issues emphasized the tech prep initiatives in Kansas. The *American Careers* magazine continues to serve as an invaluable career development tool for secondary counselors.

See Appendix C for exemplary programs.

APPENDIX A

SECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX BQ (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	5,052	3,827	1,225	3,463	1,091	25	381		92		NA	1,029
MARKETING	2,507	1,293	1,214	1,537		47	128		9		NA	372
TECHNICAL	15,861	4,986	10,875	5	12	0	4		0		NA	5
CONS/ HMKING ED	15,861	4,986	10,875	9,995	4,321	152	1,119		274		NA	NA
OCC HOME EC	3,197	618	2,579	1,762	1,010	100	278		47		NA	669
TRADE & INDUSTRY	10,067	8,594	1,473	6,368	2,679	122	839		59		NA	1,366
HEALTH	389	102	287	347	24	0	15		3		NA	105
BUSINESS	14,313	11,821	2,492	7,276	5,299	401	975		362		NA	3,429
TECHNOLOGY ED/IND. ARTS	6,629	5,832	797	4,732	1,093	31	655		118		NA	NA
GRAND TOTAL	58,036	37,094	20,942	35,485	16,315	878	4,394	990	964			6,975

SECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
		TOTAL		LINKAGE				PLACEMENT				
									EMPLOYED			
	TOT ENR	MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	RLTD	OTHER	MIL	OTHER
AGRICULTURE	5,052	3,827	1,225		13	0	0	581	110	61	41	43
MARKETING	2,507	1,293	1,214		0	0	0	250	179	30	20	73
TECHNICAL	21	21	0		21	0	0	0	0	2	0	1
CONS/ HMKING ED	15,861	4,986	10,875		0	0	0	NA	NA	NA	NA	NA
OCC HOME EC	3,197	618	2,579		170	0	0	333	169	65	21	97
TRADE & INDUSTRY	10,067	8,594	1,473		1,100	0	0	694	118	141	56	138
HEALTH	389	102	287		59	0	0	99	20	7	4	7
BUSINESS	14,313	11,821	2,492		155	0	0	1,920	339	236	62	328
TECHNOLOGY ED/I.A.	6,629	5,832	797		0	0	0	NA	NA	NA	NA	NA
GRAND TOTAL	58,036	37,094	20,942	1,677		0	0	3,877	935	542	185	687

POSTSECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		MALE	FEMALE									
AGRICULTURE	1,704	1,099	605	1,410	267	6	18		3		906	1,163
MARKETING	1,792	635	1,157	1,404	318	10	20		40		773	987
TECHNICAL	2,727	2,460	267	2,476	206	10	24		11		2,204	2,231
CONS/ HMKING ED	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
OCC HOME EC	2,254	392	1,862	1,972	214	4	46		18		939	1,210
TRADE & INDUSTRY	19,722	15,078	4,644	16,876	1,969	95	706		76		12,417	13,391
HEALTH	14,172	2,610	11,562	12,815	1,061	7	105		184		4,607	11,909
BUSINESS	18,525	5,229	13,296	16,824	1,298	47	83		273		14,047	15,069
TECHNOLOGY ED/IND. ARTS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
GRAND TOTAL	60,896	27,503	33,393	53,777	5,333	179	1,002	219	605			45,960

POSTSECONDARY ENROLLMENT

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
		TOTAL		LINKAGE				PLACEMENT				
									EMPLOYED			
OCC PROGRAM AREA	TOT ENR	MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	R'LTD	OTHER	MIL	OTHER
AGRICULTURE	1,704	1,099	605	NA	146	0	NA	179	100	34	2	19
MARKETING	1,792	635	1,157	NA	11	0	NA	137	165	9	2	111
TECHNICAL	2,727	2,460	267	NA	37	0	NA	19	98	25	2	31
CONS/ HMKING ED	NA	NA	NA	NA	NA	0	NA	NA	NA	NA	NA	NA
OCC HOME EC	2,254	392	1,862	NA	88	0	NA	45	147	17	0	70
TRADE & INDUSTRY	19,722	15,078	4,644	NA	2,922	912	NA	378	2,125	414	25	635
HEALTH	14,172	2,610	11,562	NA	257	0	NA	251	1,693	71	3	270
BUSINESS	18,525	5,229	13,296	NA	627	0	NA	291	837	144	1	545
TECHNOLOGY ED/I.A.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
GRAND TOTAL	60,896	27,503	33,3393	NA	4,088	912	NA	1,300	5,016	714	35	1,681

APPENDIX B

MAKING A DIFFERENCE FOR KANSAS

Kansas State Board of Education

SYSTEMS OF MEASURES AND STANDARDS OF PERFORMANCE

Required by the

Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990

Performance Measures and Standards Systems Workgroup

June 1992

KANSAS STATE BOARD OF EDUCATION

Vocational-Technical Education

System of Measures and Standards of Performance

SECONDARY

1. Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.

YEAR ONE

Measures	Standards	Procedures
All vocational-technical students will demonstrate learning gains in math as measured by The Kansas State Assessment Instruments or a norm-referenced test such as the -Iowa Test of Educational Development, or the -Stanford Achievement Test.	On longitudinal tests, the average scores achieved on each subtest by vocational-technical students will match or exceed the average scores they achieved on the previous test.	Different forms of the same test will be administered from year to year or in the fall and spring of the same school year. The first test should be administered during the school year in which vocational-technical students are first identified, but no later than the 11th grade. The test administered, preferably norm-referenced, will be at the discretion of the individual building. The cost of purchasing and administering the tests will be borne by the individual building.

YEAR TWO

add learning gains in

language arts
(reading, comprehension, writing)

YEAR THREE
add learning gains in science

2. Student competency attainment.

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical program completers shall demonstrate competency in each of the following workplace skill areas: Managing resources: time Participating as a team member Using computers to process information Decision making/problem solving.	Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column or those competencies designated on the IEP for students identified as being disabled.	The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot tested, validated, tested for reliability, and revised as necessary. Individual schools will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.

YEAR TWO
add Managing resources: material Interpreting/communicating information -listening skills -speaking skills Learning strategies

YEAR THREE
add Managing resources: money, human, facility Exhibiting work ethics -demonstrating integrity/honesty Creative thinking -visualizing Using self-management skills -taking responsibility -exhibiting self-esteem

3. Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.

YEAR ONE		
Measures	**Standards**	**Procedures**
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by occupational profiles or competency checklists completed by the instructors.	Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies designated for the program or those competencies designated on the IEP for students identified as being disabled.	Occupational profiles or competency check-lists will be used for all vocational-technical students as they progress through a vocational-technical program. Data on program completers will be reported to the state annually. K-VED forms will be revised and used as the source of data collection.

YEAR TWO		
Program competencies are validated by the program's Advisory Committee composed of members of business, industry, and former students.	One hundred percent of the competencies are validated by a minimum of two-thirds of the Advisory Committee membership every three years.	A generic Advisory Committee form will be developed to assure program competencies have been validated.

YEAR THREE		
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by employer survey forms.	Eighty percent of all program completers employed in areas related to their training will receive satisfactory ratings as reported by employer survey results.	The annual employer survey form will be revised and used for assessing occupational skills and competencies. Employer surveys will be conducted annually for the previous year's program completers.

Acronym
IEP = Individualized Education Program

4. Retention in school or completion of secondary school or its equivalent.

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical students will earn a high school diploma or its equivalent.	The rate of graduation from high school for vocational-technical students will equal or exceed that of the general population from that building.	K-VED forms must be revised to include graduation data.

YEAR TWO		
	If vocational-technical graduation rate is lower than that of the general population from the building, a plan for improvement shall be developed.	

5. Placement into additional training or education, military service, or employment.

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical program completers are placed in jobs, pursuing additional education, or serving in the military as measured by an annual follow-up survey of the previous year's program completers.	Seventy percent of students completing vocational-technical program will be employed, pursuing additional education, or serving in the military. If the rate of placement of special population vocational-technical students who are disabled, economically or educationally disadvantaged, or have limited English proficiency, varies more than ten percent below the placement rate of non-special population vocational-technical students, a plan for improvement shall be developed.	Vocational-technical student follow-up and K-VED reporting procedures are in place. K-VED forms will be revised so that placement rate comparisons can be made.

6. Incentives or adjustments that are designed to encourage service to targeted groups or special populations and developed for each student and, if appropriate, consistent with the student's individualized education program developed under section 614(a)(5) of the Individuals With Disabilities Education Act.

YEAR ONE		
Measures	**Standards**	**Procedures**
Special population vocational-technical students receive needed supplementary services.	One hundred percent of all vocational-technical students from special education populations will have an IEP.	IEP documents contain the supplementary services customized for each individual. K-VED forms will be revised to include these data.

YEAR TWO		
	One hundred percent of the supplementary services provided to vocational-technical students from special populations will be documented.	Reporting systems need to be developed. Methods and procedures from other programs and departments will be used when appropriate.

Vocational-Technical Education

System of Measures and Standards of Performance

POSTSECONDARY

1. **Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.**

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical students enrolled in remedial courses will demonstrate learning gains by pre- and posttests.	Ninety-five percent of vocational-technical students who complete a remedial course will demonstrate gain on pre- and posttests.	Instructors will keep individualized records of student performance. A form must be developed that will aggregate data for the state.

2. **Student competency attainment.**

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical program completers shall demonstrate competency in each of the following workplace skill areas: Managing resources: time Participating as a team member Using computers to process information Decision making/problem solving.	Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column.	The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot tested, validated, tested for reliability, and revised as necessary. Individual institutions will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.

YEAR TWO

add

Managing resources:
material

Interpreting/communicating information
-listening skills
-speaking skills

Learning strategies

YEAR THREE

add

Managing resources:
money, human, facility

Exhibiting work ethics
-demonstrating integrity/honesty

Creative thinking
-visualizing

Using self-management skills
-taking responsibility
-exhibiting self-esteem

3. Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.

YEAR ONE		
Measures	**Standards**	**Procedures**
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by occupational profiles or competency checklists completed by the instructors.	Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies designated for the program or those competencies designated for students identified as being disabled.	Occupational profiles or competency check-lists will be used for all vocational-technical students as they progress through a vocational-technical program. Data on program completers will be reported to the state annually. K-VED forms will be revised and used as the source of data collection.

YEAR TWO		
Program competencies are validated by the program's Advisory Committee composed of members of business, industry, and former students.	One hundred percent of the competencies are validated by a minimum of two-thirds of the Advisory Committee membership every three years.	A generic Advisory Committee form will be developed to assure program competencies have been validated.

YEAR THREE		
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by employer survey forms.	Eighty percent of all vocational-technical program completers employed in areas related to their training will receive satisfactory ratings as reported by employer survey results.	The annual employer survey form will be revised and used for assessing occupational skills and competencies. Employer surveys will be conducted annually for the previous year's program completers.

4. Retention in school or completion of secondary school or its equivalent.

Not Applicable

5. Placement into additional training or education, military service, or employment.

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical program completers are placed in jobs, pursuing additional education, or serving in the military as measured by an annual follow-up survey of the previous year's program completers.	Seventy percent of students completing a vocational-technical program will be employed, pursuing additional education, or serving in the military.	Vocational-technical student follow-up and K-VED reporting procedures are in place.

6. Incentives or adjustments that are designed to encourage service to targeted groups or special populations and developed for each student and, if appropriate, consistent with the student's individualized education program developed under section 614(a)(5) of the Individuals With Disabilities Education Act.

YEAR ONE		
Measures	**Standards**	**Procedures**
Vocational-technical students in need of remedial courses will be identified by appropriate assessment instruments/procedures.	All vocational-technical students who score below specified criteria will be provided the opportunity to enroll in remedial courses. Students who meet the above criteria will be directed to outside agencies for additional help, i.e. JTPA, Rehabilitation, etc.	Criteria must be established and promulgated for determining students who are recommended to enroll in remedial courses.

YEAR TWO		
Special population vocational-technical students receive needed supplementary services.	One hundred percent of the supplementary services provided to vocational-technical students from special populations will be documented.	A generic form will be developed and data will be aggregated at the state level. Reporting systems need to be developed. Methods and procedures from other programs and departments will be used when appropriate.

APPENDIX C

2. SECONDARY, POSTSECONDARY/ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

During FY 1994, Fort Scott Community College expanded its use of the Maximized Individual Learning Lab (MILL) program to serve 2,915 students. There has been an expansion of developmental education classes for those students unable to take regular college coursework upon entry. Due to an increase in predominantly Hispanic minorities, the ESL program has also seen an increase in volume. Developmental math and reading classes increased from a total of three classes per semester to five in math and six in reading this year. A new job placement counselor has been added to work specifically with business, insurance, health, and local manufacturing firms. The MILL continues to provide a means for welfare dependent individuals to earn their GED and concomitant job skills training, along with a certificate of completion in a skill area. Fort Scott Community College continues to work with local business and industry to develop and provide workshops on upgrading and updating work skills for current employees, thereby enhancing employees' opportunities for career advancement. The institution has also developed a program whereby it teaches disadvantaged individuals a viable entry level job skill, assists in placement into the local workforce, provides job retraining and advancement support, and makes accessible a community college education.

* * * * *

A major expansion of articulation agreements between several postsecondary institutions has made it possible for postsecondary students enrolled in the Medical Laboratory Technician program at Wichita Area Vocational-Technical School (Wichita AVTS) to earn an associate degree in Medical Laboratory Science from Cowley County Community College, Butler County Community College, or Wichita State University. Two of the institutions, Cowley County Community College and Wichita State University, offer evening classes for degree completion at the Wichita AVTS, an opportunity which facilitates program completion for many (particularly disadvantaged) students. The articulation agreements support compliance with CLIA, the Clinical Laboratory Improvement Act, which will be requiring an associates degree for Medical Laboratory Technicians as of 1995.

During the 1993-94 school year, Wichita AVTS expanded its local business and industry outreach by offering I.V. therapy classes for area LPNs. During FY 1994, 390 individuals took advantage of this professional development opportunity. The AVTS has also taken a leadership role in the area of patient safety by promoting and offering Nitrous Oxide Administrator Monitoring courses for dental assistants, who are currently expected to perform this task without formal training. In cooperation with industry, the AVTS has acquired new ITV technology, which it uses to augment clinical training for nurses in labor and delivery, OB, and pediatrics. Students are now able to receive more exposure in these areas than is possible at the clinical sites, and industry has experienced a significant reduction in the number of clinical facilitation. This program also allows for remedial training for disadvantaged students, which facilitates program completion and promotes the possibility for successful employment.

3. SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

The single parent/displaced homemaker program at Kansas State University, called "New Directions," is administratively and logistically supported by the university. For the purpose of programs and services, it is structured as a community outreach program and is located off-campus. Clients and program participants are those who fit the legislated definition and reside within a three-county area.

New Directions is an open-ended program; clients enter and leave the program as services are provided and their needs are met. Program activity can best be described as adult education/

human service outreach, providing information, support and assistance to the target population. The goal is to increase the personal welfare and economic self-sufficiency of the population served. This is accomplished by promoting improved self-esteem, improving social adjustment, developing basic educational competencies, and facilitating the acquisition of marketable skills.

This program has successfully served and assisted approximately 1,350 individuals. It has three major components:

INFORMATION AND REFERRAL
- training education opportunities
- community resources
- employment opportunities and occupational outlook
- newsletters, publications, pamphlets
- resource library

GUIDANCE AND SUPPORTIVE SERVICES
- vocational assessment and advising
- job search assistance
- resume development and interviewing
- financial aid

EDUCATIONAL PROGRAMMING
- employability/job readiness
- personal development
- life management skills
- workplace basic skills
- educational and training placement

In order to identify this population and inform them of the program's existence, meetings are convened periodically with the staff of area agencies that provide welfare benefits, JTPA, and other agencies with services that could benefit displaced homemakers.

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The displaced homemaker, single parent, and pregnant women project at Independence Community College made available to participants basic skills testing and vocational counseling, basic skills and/or literacy training, transition counseling, job placement services, child care, and a support network to single parents and homemakers. As the Independence Community College service area contains a disproportionate share of residents living below the poverty level, the project provided a support network and marketable skills to single parents and homemakers in the service area to enable them to successfully enter the job market. Designed to serve adults 18 years of age or older and/or pregnant women above the age of 16 who were in need of postsecondary vocational services or skills, or of basic skills and/or literacy training, this project was designed to serve 85 percent women and 15 percent single fathers, with a racial distribution of 75 percent Caucasian, 15 percent black, 7 percent Hispanic, and 3 percent American Indian.

Participants were placed in programs based on their individual needs. Limited English proficiency participants were placed in the college's ESL classes, the appropriate college developmental courses, or enrolled in the Adult Basic Education ESL program. Educationally disadvantaged participants were enrolled either in the college developmental courses or in the Adult Basic Education Program, depending on their educational levels. Economically disadvantaged participants were made aware of agencies available to help, including JTPA and SRS Jobs Program and/or were assisted in applying for Federal Financial Aid. Some participants qualified for Independence Community College scholarships and single parent/displaced homemaker grant

funds were used to assist with tuition, books, and child care where appropriate. After personal interviews and use of computerized career interest programs, handicapped participants were placed in programs where they would achieve the most success.

Input from, and coordination efforts with, the representatives from the local JTPA office, SRS, and the Private Industry Council greatly enhanced the success of this program, as every effort was made to meet the special training needs of the four local counties. This cooperation also made it possible for the grant coordinator to target specific vocational/occupational training opportunities that would lead to permanent private sector employment in this region of the state.

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Eligible recipients in Garden City were recruited for participation in the program for displaced homemakers, single parents, and single pregnant women at Garden City Community College, in an effort to provide more women with equal access to essential job skills and other educational opportunities which will help prepare them for today's highly competitive labor market. Personal and academic counseling, the availability of quality child care services, tuition support, and transportation allowances enabled these women to take advantage of short-term training opportunities to acquire marketable job skills that can start them on their way to becoming productive, self-sufficient members of society. Students with limited English proficiency or other basic skill deficiencies were initially identified through placement (ASSET test) at admission. The counseling staff interpreted the test results and highlighted any need for remedial coursework. Developmental courses were offered in math, reading, English, and English as a second language. Academic tutoring was also available to students, at no additional cost, in the Comprehensive Learning Center. The Student Support Services Program, begun in October, provided at-risk students (low income, first generation, or English as a second language) with peer tutors, peer mentors, and other support activities to deter attrition. The program coordinator collaborated with, and referred clients as needed to, various community resources (SRS, HUD, Salvation Army, etc.) and provided assistance in completing federal financial aid forms and in identifying potential sources of scholarship funding. Staff counselors and special education specialists collaborated in the evaluation and development of specific programs and educational aids and arranged for community referrals, as needed. As female participants in this program learn of the benefits and the realities of entering traditionally male-dominated vocational-technical careers, an increasing number of women have been enrolling in Garden City Community College's technical programs, particularly Industrial Production Technology, Criminal Justice, and Automotive Technology.

During the grant period, twenty-eight women received tuition assistance, seven parents were assisted with child care expenses, and three received transportation allowances. Both academic and personal counseling were provided on an ongoing basis to those women needing and requesting such services. An additional 44 women received short-term assistance ranging from career interest and inventory activities to resume development and job search strategies. Many referrals were made to other programs and agencies to assist these women as they face the challenges of entering and/or reentering school and the job market. Another 120 individuals were involved in presentations sponsored by this program. All participating students who graduated or left the program have been contacted by telephone or mail to secure follow-up data.

Outcomes were measured by maintaining contact with each recipient. The need for intervention was determined by monitoring "early alert" referrals submitted by faculty to the counseling staff and by compiling the midterm and final grade reports of each student. Consistent attendance of children in child care situations funded by the program was also a measure of success. Documentation is now being compiled on students who have graduated or have left the institution, to determine satisfaction with program services and current employment and/or continuing education plans. The program is also participating in an independent national program satisfaction survey of current and recent program participants. Results will be available at a later date.

4. SEX EQUITY

Seven gender equity facilitators serve Kansas in a gender equity awareness program. In the southeast region, this program is maintained at Coffeyville Community College.

The program focus in this region has been to provide training to young people, parents, teachers, and administrators K-12 on females and equity issues. Eight workshops were held on gender issues in communication, pointing out the different ways and reasons that men and women communicate and demonstrating the need for understanding these differences in order to succeed in nontraditional professions. A series of seminars was held on such issues as self-esteem, nontraditional careers, and communication skills for special populations students, especially for those working on completing GEDs. Seventy vocational teachers in the region participated in a program on gender equity issues, collecting current information for dissemination locally in their vocational programs. Also, a variety of curriculum improvements were made through this grant:

a. A curriculum/presentation guide addressing gender equity issues was developed and tested. This guide is available to other gender equity facilitators/coordinators in the state and has been used with much success in the Kansas City area.

b. A collection of sexual harassment policies is available for schools or companies to use as reference material, in their efforts to develop strong policies of their own.

c. New curriculum resources on a variety of topics have been added to the current offerings, in order to expand the quantity and quality of the available resources.

It is the intent of the gender equity facilitator/coordinator to expand the focus in the southeast region in the future to address the effectiveness of public image, educational programs, and training programs in providing students with a realistic understanding of, and experience in, all aspects of the nontraditional job market.

* * * * *

At Barton County Community College, a total of 1,758 students participated in a variety of activities sponsored through the sex equity awareness grant. Of these participants, 1,014 were female and 744 were male. The grant administrator worked closely with representatives of the Job Training Partnership Act (JTPA) and the Private Industry Council (PIC) to assure coordination of activities and to support cooperation between the complementary agencies. A series of programs was offered throughout the year at the Camp Aldrich Recreational Facility. The transformations program, which was directed toward special population students, provided information on nontraditional career choices and on the many training programs available. The Future Pacing Activities for young women emphasized the integration of academic and vocational education by focusing also on the variety of nontraditional career choices that are available. Student reactions to the Camp Aldrich experiences were extremely positive, stressing how much fun they had while learning about teamwork, trust, and cooperation.

5. CRIMINAL OFFENDERS

The Hutchinson Correctional Facility worked on educating the community, public, and prospective employers of the advantages of hiring inmates who are vocationally trained. Staff maintained employment status data and monthly activity reports that generated information detailing current placement and follow-up activity. The job bank was expanded to the current level of over 2,075 employers. Based on the response by the inmate population and correctional facility staff, the

placement service has been well-received and has generally met many of the employment needs of the population. Recent studies show that an inmate's successful employment status increases his chances of success on parole.

* * * * *

SRS Mental Health and Retardation Services provides services to juvenile offenders at the Youth Centers at Atchison, Beloit, Larned, and Topeka. One of the youth centers purchased an animation computer program that they hope will be a step toward many technology modules available for classroom use. Another youth center conducted a needs assessment in each of the individual vocational classrooms and plans to use a majority of their vocational funds to add to the technology education program. Activities include job training curriculum on the computer for the technical preparation classroom.

6. SPECIAL POPULATIONS

The administrative, program, and support staff at the Kaw Area Technical School in Topeka are committed to the philosophy that, if students are to be successful in their future vocational endeavors, they must be prepared in all areas relating to the world of work. The Basic Communications Skills staff in particular provide individualized instruction in basic skills, job skills, and study skills for all referred students, in an effort to empower them to become successful in their vocational classes and their chosen careers. Their commitment to building self-esteem and their encouragement to maintain a positive attitude are an extra part of the services provided to the special populations students. Early identification of students who have basic skills deficiencies is imperative. When possible, assistance is provided to students prior to their entering a vocational class, when identified by pre-entrance testing and support personnel. Other students with special needs are identified early in the instructional process and are referred to Basic Communications Skills by their program instructor or support personnel. During orientation, all students are asked to complete a survey which identifies those who would be categorized as special populations. All students are given the Test of Adult Basic Education (TABE), which is designed to identify students who are academically disadvantaged. Student Services uses the TABE and the survey to refer students to the Basic Communications Skills department. The average daily attendance at the Center during the spring semester was ninety-two students, the majority of whom were tutored individually. Math and reading classes were also provided. Approximately 687 students were assisted during the spring semester, 118 of whom were currently enrolled in a vocational class while another 118 were preparing for fall enrollment. The remainder of the students were instructed in lifelong learning, writing, pre-office technology, and job skills sessions. There was a total of 138 students in the workplace programs.

7. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Outstanding programs among VSOs include the Kansas FFA Association America Project PALS (Partners in Active Learning Support) which was first begun in fall 1992 in three schools--Atwood, Council Grove, and Winfield. Project PALS is a mentoring program that matches secondary agriculture students with elementary students to help get them excited about school, to explore their interests and themselves through the use of plants and animals, and to develop their interpersonal skills. Mentoring activities center around building trust and developing a positive self-esteem through sharing and working together in a one-to-one relationship. Project PALS requires the involvement of elementary and secondary counselors, elementary and secondary administrators, parents, elementary teachers, FFA advisors, and local coordinators.

FHA includes among their exemplary programs Neodesha High School's Peer Helpers program. This program, which has currently trained twenty students with the help of a clinical psychologist from the Hutchinson area, provides students with training on how to listen, what to listen for, and what sources are available to help. These students are then available to provide peer assistance when needed to fellow students. With cooperation from local instructors, school counselors, administrators, and the school psychologist, the Peer Helpers program has also extended to the elementary level. The local advisor, Evelyn Ruth, is also a part of the National FHA Peer Power Team.

Project PALS has grown from the original three pilot schools, which started with ten PALS each, to four programs fully implemented, with as many as twenty-seven PALS in the Winfield program. Five to ten more schools are currently in the start-up stage for this program.

* * * * *

All vocational student organizations in Kansas had an increase in membership during FY 1994, both in terms of total student members and in the numbers of chapters. Consequently, leadership training activities were able to impact more than 18,000 students. Many organizations have been able to expand beyond their traditional boundaries, offering services to elementary, middle, secondary, and postsecondary students, a movement supporting both the increased emphasis on leadership and the demand for expanding career exploration opportunities.

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The Kansas Competency-Based Curriculum Center (the Center) located on the campus of Washburn University in Topeka had a productive year in FY 1994. A wide variety of curriculum activities was developed, including the 632-page Business Education Curriculum Handbook; Teaching and Assessing Workplace Skills, a compilation of classroom and teacher activities related to teaching workplace skills; assessing SCANS, a synthesis of curriculum/instruction/assessment strategies related to the Kansas Performance Standards and Measures; developing and customizing competency profiles, covering the uses of a profile, steps for building a profile, writing task statements, selecting appropriate action verbs, and writing performance objectives; and supplements for CORD's Applied Math I and II.

Working in conjunction with teacher educators from Kansas Regents universities, the Center developed an itegration handbook, a compilation of previously published and new material. The handbook contains an overview of integration of academic and vocational education, "The Cunning Hand and the Cultured Mind," a rationale for integration of academic and vocational education, a practitioner's guide for integration, and a focus group activity for developing an integration plan. The Center also developed and/or printed the following clarifications and summaries for statewide dissemination: school-to-work opportunities act; building a nation of learners; integration at the community college level; brain training. In addition, the Center developed and disseminated three competency-based newsletters (*Profile*: 8,000 copies distributed) and three Tech prep newsletters (*Tech prep Chronicle*: 2,000 copies distributed).

8. COMMUNITY-BASED ORGANIZATIONS

Jobs for Young Adults (JYA), a project of the Topeka Youth Project, is a school-to-work transition employment program, in which all young people ages 16-20 are eligible to participate. The program serves as an intermediary between schools and business in

1. preparing young workers to successfully enter the work force, and
2. providing businesses with a source of "certified job ready" youth.

The program is divided into four specific components:

1. a twenty-eight hour-hour job readiness/life skills workshop;
2. job search assistance and job leads, with over 130 participating employers;
3. a six-month follow-up with both employers and youth; and
4. an Employee Assistance Program (EAP) for teens encountering problems on the job, with friends, or at home.

During 1992-93 the JYA program set an all-time record by serving 271 youth. The high risk population that was served included 47 percent students at or below the poverty level, 19 percent juvenile offenders, 15 percent high school dropouts, 15 percent individuals with a disability, 10 percent with substance abuse problems, and 7 percent teen parents. The JYA program boasts a successful placement rate of 95 percent for this high risk population.

9. CONSUMER AND HOMEMAKING EDUCATION

Consumer and Homemaking grantees reported considerable success during FY 1994.

Statistics for one small southwest Kansas school indicate the following positive results: 100 percent of the eligible pregnant and/or parenting teens in a small southwest Kansas school participated in the program. All eligible students served during FY 1993 continued in the program through FY 1994. One hundred percent of the students who remained in the district completed the teen parenting class and remained in schools with an overall cumulative GPA of 1.943 and a 70.5 percent attendance record. The cumulative GPA of all students served in the program was 1.712.

One of the students who graduated during FY 1994 completed an associate degree in the spring of 1994, just one year after completing her high school education, with a 3.6 GPA. This was made possible through the coordination of grant funds including pregnant and parenting teen grant funds. While still in high school she had completed enough hours to be classified as a sophomore in the fall of 1994. Students are required to do job shadowing their junior and senior years as part of the teen parenting class requirement. This student job shadowed with a physical therapy assistant on a weekly basis. Writing a journal about their experiences was also required. This student was able to use her required observation hours toward admission to the community college to complete the physical therapy assistant program. Her son was born prematurely, but has developed normally and no developmental delays have been detected.

Another student who became pregnant during her eighth grade year enrolled in the program during her freshman and sophomore years, completing one semester of teen parenting each year. This student is 18. The school was able to work with the student's class schedule and by attending alternative school in a nearby district, she has been able to complete her high school graduation requirement in three years.

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The three girls graduating this year are the first since implementation of the pregnant and parenting teen program (PPT) in a large suburban high school. One was a learning disabled student who earned enough credit to graduate after first semester. She will be married this summer and hopes to be an in-home day care provider.

The second student who graduated with her class was a full participant in the program last year and elected not to enroll in PPT class this year but to take two other classes she hoped would be helpful for college. She plans to work part-time and go to college in the fall. She understands that it will probably take longer than four years to complete degree requirements, but has mapped out a plan to complete within five years. She would like to be completely independent of her parent's home, but

knows while she is a student, she will still need some assistance. She also realizes that her step-siblings, who are two and four years older than her child, are important in her two-year-old child's life. The third graduate is a girl who had previously dropped out of school twice and had transferred to another school last year when she became pregnant. Knowing this school offered PPT class, she decided to return and complete the one semester she lacked for graduation. She enrolled first semester but experienced multiple prenatal difficulties and had to reenroll second semester to complete her senior year. The semester was riddled with problems and her child being hospitalized a number of times. Because of the support of the PPT program and teachers who were willing to work with her, she did complete each class and graduated in April. She has confided that she never dreamed that she would ever graduate from high school. She is the oldest grandchild on both sides of her family and is the first ever to graduate. Her ambition now is to enroll in a postsecondary vocational LPN program so she can become financially independent and eventually become a degreed nurse.

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Two Balancing Work and Family presenters conducted a series of seven 1-1/2 hour workshops for parent/teacher/student groups at an elementary school. The school is located in a small community of many families of low economic means, low educational level, low workplace basic skills, and low workplace participation. A high number of the families in the community are receiving public assistance. The resulting problem in the elementary School was great. The principal, teachers, and parent/teacher organization wanted to make a difference in students lives. They knew they first had to make a difference in the lives of the students' families. The Balancing Work and Family instructors provided in-school workshops on parent/teacher/child communication skills and building responsibility in children. One presenter worked with the parents for one hour while the second presenter worked with the students on the same topic but delivered at their level. During the last half hour, the parents and students were brought together for an instructional activity. At the completion of these seven sessions, teachers indicated they saw changes in both the parents and students and actually were seeing more changes in the parents. The principal has scheduled additional seminars to continue to make a difference.

10. TECH PREP

The Tech prep Associate Degree Consortium of Johnson and Douglas Counties, which is currently in its third year of development, is comprised of ten institutions, including the Kansas School for the Deaf. In conjunction with representatives from local businesses and industries, the teachers and administrators in the consortium have developed six career programs, with forty-eight formal agreements, which set out a six-year (9 through 14) course sequence.

With the added emphasis on incorporating into programs work place skills, technical writing, and the technical skills needed within specific career programs, this Tech prep Consortium has significantly changed the way that high schools teach.

One member district adopted a Career Pathways model, offering students three curricular options (college prep, tech prep, and occu-prep), a shift which has already significantly increased student enrollment in science and math classes. A second district changed its mainstream math course to an integrated model, a shift which required curriculum changes in three high schools and five junior highs. Another member district developed and implemented a Contemporary Communication course, team taught by English and business instructors, which may be used to fulfill the senior English requirement.

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The Central Kansas Tech prep Consortium, comprised of eight unified school districts and one community college, has completed thirteen articulation agreements in a variety of content areas and has begun work on six additional agreements in the areas of child care and medical services for the FY95 school year. Currently forty-one tech prep students are enrolled in the member high schools and parents continue to demonstrate support for the entire initiative. Business and industry have also been remained supportive, showing particular interest in the applied academic courses that comprise part of the program. Three business and industry leaders attended the spring National Tech prep Conference, an activity which helped them better understand how Tech prep works to produce a better prepared worker. Additional activities to continue to promote business and industry support for Tech prep are planned for the future.

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Tech prep has provided the Seward County Tech prep Consortium, comprised of one high school, one area vocational-technical school, and one community college, with its focus of coordinating the entire educational process. All students now enter the high school with a four year plan. The tech prep program has provided students with sequential course outlines, applied academics, pre-job experience, and career planning in the areas of business, industrial technology, and allied health. Special population students now have the opportunity, through special laboratories, to receive the academic help they need to progress through the system. Students can now make decisions about their future and know they have the technical communication skills that will help them in the work place. During FY 1994, approximately 228 students participated in the tech prep curriculum.

The program has been one of the catalysts for the competency-based curriculum now available at the secondary and postsecondary institutions. Students who meet the required competencies can move into a postsecondary program without repeating the same curriculum. Evaluation and accountability are a part of the learning process and not simply the end product. Tech prep has provided the means of fully incorporating cooperative learning, alternative assessment, and workplace skills into the educational system.

Through this program, business has become a part of the educational process rather than a critic of it as business leaders and educators work together to address educational and work place issues that impact all levels of society. The inservices have been focusing on collaboration of efforts within departments, across disciplines, and across grade levels. The workplace basic skills have been incorporated into all vocational courses at the secondary and postsecondary levels. Tech prep in the Seward County Consortium has begun to lay the solid foundation necessary for implementing the upcoming school to work legislation, inasmuch as the educators in the member institutions collectively view this program as the conceptualization of education as a lifelong learning process.

11. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

In the Pittsburg public schools, USD 250, an integration team of math, science, English, and vocational teachers was established to prepare plans and to modify curricula to facilitate the integration of academic and vocational education for all students in the district. This team has developed and implemented a vertical integration process to infuse math and science into existing technology classes and a horizontal plan to allow for class exchanges between math, science, and technology classes. A plan was also developed in which English and technology teachers work together to help students develop academic skills while solving practical problems in writing. In addition, student and community advisory councils have been established to provide assistance in integrated curriculum development.

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Integration was the focus of the program improvement funds at Manhattan High School, USD 383. After participating in a vocational conference devoted to the preparation of integrated curricula, a team of teachers successfully developed and implemented several integrated vocational-academic classes during the 1993-94 school year. Specifically, communications and language arts skills have been integrated into both the building trades and the auto technology programs. In the woodworking area of the building trades program, classwork emphasizes a combination of hands-on activities in authentic tasks and technical writing skills. Students approach each task as the actual job contractors. They make proposals, estimates, and drawings; they write letters to, and talk directly with, the customer (i.e., the teacher, for whom the project is being completed). Considerable time is spent on developing the communication skills necessary for an effective worker and a good employee. This class also includes relevant local site visits and presentations by community practitioners. The building trades instructor is pleased with his "new" course and believes that the integration of communication and language arts skills with the practical vocational application "allows students to become actively engaged in their own education."

While students in the auto technology program learn the basics of all automotive systems, they must also be able to communicate this knowledge through graphics, oral presentations, and technical reports. Integration activities in this program include pairing each student with a local business person, from whom the student learns how to run a particular business and for whom the student writes a technical report about that business. The business person then responds to the student about both the accuracy of the information and the actual form of the report. A variety of communication skills (including completing a complex job application, writing a resume, and improving job interview skills) have been integrated into this program, as well as various mathematical and physics principles. The communication skills instructor in this program reports that since "many of the students are far more knowledgeable in this field than (she is, she) merely act(s) as a facilitator to challenge them to look critically at their interests and knowledge in this field and (specifically at) how they are using their time and skills to meet their career goals."

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Instructors in USD 262 have developed and implemented the integrated technology lab (ILE) at both the middle and high school levels. The English, mathematics, science, and technology faculty worked together to create an integrated curriculum which they team-teach throughout the year. ILEs are in full operation at Abilene Middle School with an integrated math, science, and technology curriculum, and at Abilene High School with an integrated math, science, English, and technology program. Pairs of students work through activity-based modules in a variety of technology areas, while teams of academic and vocational staff serve as learning facilitators in the modular learning labs. Staff report that students consistently demonstrate positive overall improvement in their abilities to become excited about the learning; to be self directed; to think critically, reason, apply and transfer information; to read and write technical materials; to solve problems cooperatively; and to use and apply state of the art equpiment.

12. GUIDANCE AND COUNSELING

With the aid of a grant from the Kansas State Board of Education, the *Kansas Careers* staff has created a mentor directory which features women from all over the state of Kansas who work in nontraditional occupations. These women have volunteered to share their knowledge and expertise with ambitious students interested in exploring nontraditional career options. Applicants must be

1. in the tenth or eleventh grade,
2. interested in one of the listed nontraditional occupation
3. willing to make a commitment to use the mentor for career exploration, and
4. willing to complete an evaluation on the mentoring experience.

Following the November 15 application deadline, students are assigned mentors on a first come-first served basis, with no more than five students assigned to any one mentor for the school year. Selected students then receive a short biography of the mentor's career life before the mentors actually contact them. *Kansas Careers* is committed to ensuring that all students receive current and accurate Kansas career information. The mentor project is an attempt to assist young women in considering nontraditional occupations. In future years, the mentor project will be expanded to serve the needs of all Kansas students.

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Shortly after the close of the school year, the Southeast Kansas Tech prep Consortium hosted a two-day workshop for both secondary and postsecondary counselors whose schools had already committed to tech prep on the role of the counselor in tech prep. Presented by the Center on Education and Work through the University of Wisconsin, the workshop responded to a variety of issues raised in advance by the participants. Topics included:

* what was happening in Kansas tech prep programs;
* what was happening nationally in terms of tech prep and how Kansas compared to the national trend;
* what are the strategies for involving businesses in small towns;
* how does tech prep in general, and the Kansas programs specifically, fit in with school-to-work legislation;
* what are the available job and career opportunities for tech prep completers; and
* are we preparing students for real jobs after tech prep, i.e., students who have valid postsecondary training but no B.A. degree?

The workshop provided invaluable information for the participating counselors from the southeast area of the state.

APPENDIX D

STRATEGIC DIRECTIONS FOR KANSAS EDUCATION FOR FISCAL YEAR 1994

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving global society.

Direction 1	Create Learning Communities
Direction 2	Develop and Extend Resources for Parenting Programs and Early Childhood Education
Direction 3	Expand Learner-Outcome Curriculum and Learner-Focused Instruction
Direction 4	Provide Inclusive Learning Environments
Direction 5	Strengthen Involvement of Business and Industry in Education
Direction 6	Provide Quality Staff and Organization Development

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- support families and young children through quality early childhood programs for all children
- strengthen parental involvement in schools and communities
- implement results-oriented curriculum and instruction which focus on learner outcomes
- provide safe, nurturing, and technologically-advanced learning environments which meet the needs of all diverse groups
- strengthen involvement of business and industry in education
- provide quality staff and organizational development

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